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ABSTRACT

This document presents 2 papers under 1 cover concerning the life of foreign students at the University of Kansas. The first paper, Foreign Students at the University of Kansas by Padma Jayaraman, discusses the difficulties of foreign students in communication with Americans. Foreign students seem to feel alienated from the American culture and find that making friends among Americans is almost an impossibility. However, several programs at the University of Kansas have been instituted to make foreign students feel more at home. These are the KU International Club, the People-to-People program, the Host Family Program, and the Small World, Inc. The second paper, entitled The Office of the Dean of Foreign Students, is by Marie-Claire Roussy. This paper deals with the function and organization of the Dean of Foreign Students' Office with particular emphasis on the special demands and needs of foreign students. The author concludes her paper with a suggestion that more use be made of feedback resources to enable administrative personnel to keep up to date with the problems and needs of foreign students. (HS)

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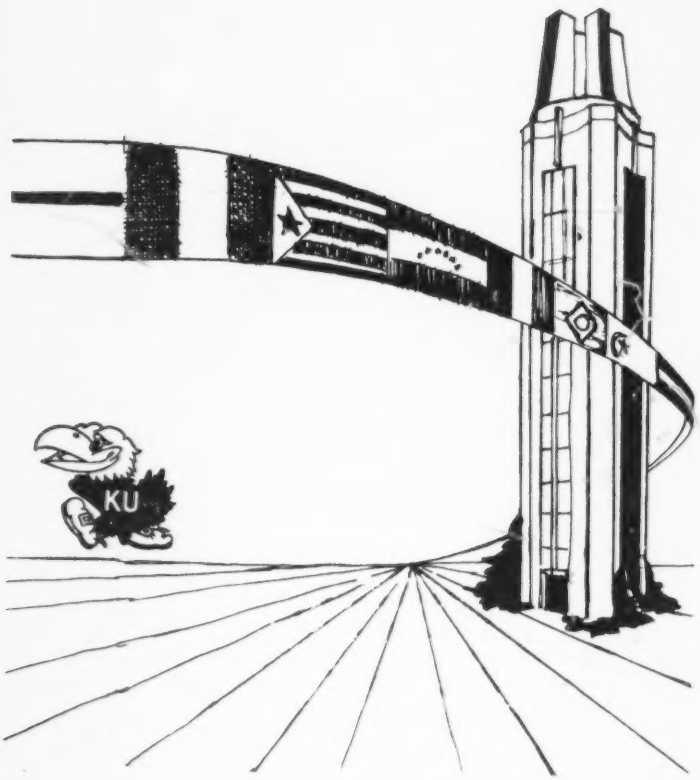
THE INTERNATIONAL CAMPUS



THE UNIVERSITY OF KANSAS
LAWRENCE

INTERNATIONAL STUDENT STUDIES
NUMBER TWENTY-SEVEN

The two papers included in the twenty-seventh issue of the International Student Studies Series of the University of Kansas are by students. Mrs. Jayaraman of India was a graduate student in the William Allen White School of Journalism and wrote the paper for a course in reporting. Miss Roussy is from France and was a graduate student in business administration during the last academic year. Her paper was completed for a course in Organization and Administration.

Clark Coan, Editor

Dean of Foreign Students

November 1971

FOREIGN STUDENTS AT THE UNIVERSITY OF KANSAS

BY

Mrs. Padma Jayaraman

THE OFFICE OF THE DEAN OF FOREIGN STUDENTS

BY

Miss Marie-Claire Roussy

"Foreign Students at the University of Kansas"

By

Mrs. Padma Jayaraman

With over 800 foreign students claiming a special dean's office, the University of Kansas is called with some justification, an "International Campus." In addition to the Dean of Foreign Students' Office, there are several other organizations that try to help the foreign students and their families to have a more enjoyable stay in Lawrence. These are the KU International Club, the various nationality clubs, People-to-People, the Host Family Program and the Small World, Inc. Despite the efforts of these various clubs, foreign students have their problems and frustrations and a wide "communication gap" exists between them and the local Americans.

In a big university with a significant number of foreign students, problems are bound to occur. Some of these are problems that are temporary and understandable, and are mostly concerned with adjustments to new surroundings and new academic atmosphere. Clark Coan, dean of foreign students says, "When they come, they underestimate the rigors of academic work here, because of the informality of the classroom, informality of the professors and type of tests." (Multiple choice always seems easier to score than big discussion types).

Sometimes, especially in the case of foreign students from the Middle East and the Latin American countries, financial problems aggravate the academic ones. This happens when money remittances from home are delayed or are stopped due to financial setbacks in their homes.

"But finance is generally not a major problem. Over half of our foreign students are self-supporting, including assistantships" says Coan. "Other related

problems disturb them and dull their academic performance. Quite a few foreign students feel concerned with questions about taking up a job here and about their visa status. Even within two weeks - in one case even after four days - of their arrival in the U.S.A. they are anxious to find ways of getting a working permit or a permanent visa for extended stay."

Dean Coan's office arranges every August an orientation program for four and a half days. During that program, foreign students are given an English test and those with insufficient knowledge of the English language are sent to the Intensive English Centre. This program also conducts lectures and group discussions on American culture and social customs. Certainly not much can be attained in four and a half days in helping the student to orient himself with the American system; but the program serves the purpose of introducing the foreign student to the University life here.

Personal or racial prejudices give rise to frustrations of a kind that are beyond the capacity of these organizations to eliminate. There is a tendency among foreign students to regard American girls in a different light to girls from their own country.

An American girl who dated a far Eastern boy two years ago says, "They judge us by the standards set for their own women and if we do not agree we are afraid we would hurt them."

When she was told that probably such foreign students have double standards, one for girls of their country and another for American girls, and that they were using intercultural differences as an excuse for making demands on American dates, she modified her statement to: "To them we seem to have no values; perhaps they judge us by the standards of their 'bad girls'."

At the other extreme, there is the type of a foreign student who is too inhibited or too steeped in his own traditions to make contact with the Americans.

Generally such a student returns to his home country, largely uninfluenced by his stay in America.

While there are such problems that are either temporary or highly subjective, the foreign students' longlasting problems and frustrations relate to the communication barrier they face in approaching Americans.

Theoretically, at least, the KU International Club tries to minimize this problem by providing facilities for the foreign students and Americans to get together every Saturday evening. Guy Darlan, Central African Republic, and President of the Club in 1970-71, says however that response to these get together is not very encouraging. "We see only about 20 or 25, mostly Latin Americans, and we would like to see about 80 or 85 students," Darlan says. Apart from this, the Club organizes tours and picnics and an annual international cultural show. "If you want to know whether the International Club helps to make foreign students enjoy their leisure and helps to reduce their loneliness, the answer is probably 'no,'" says Darlan. "Everybody is well-adjusted and self-sufficient with his own group of friends. So the function of the Club has changed and we are now reaching out towards the KU population; that is, presenting different aspects of foreign cultures to them, by cultural programs."

Many foreign students however feel that the International Club lacks enthusiasm. Reza Hooshmand and quite a few other graduate students say that social dancing which the Club regularly holds is not always welcome to them because it is alien to their culture. "Latin Americans enjoy these sessions because such dancing is part of their own culture. We want to relax with coffee and talk or discuss about something with others." This statement clearly bears out the typical attitude of the current foreign students at KU, and portrays their age-group.

"So mutual interests have changed because their age-group and the countries they come from have changed," remarks Dean Coan. The number of foreign students enrolling at the undergraduate level has dropped as compared to five or seven years

ago. Most of the foreign students who come now are graduate students; besides, a good number of them (146 on the Lawrence campus alone) have their families here with them. Even at the graduate level, they are generally older than their American classmates. Evidently, most of the campus student activities that essentially incorporate undergraduates and their interests do not interest the majority of the foreign students. Organized picnics and tours do not allure them easily, because they have ample opportunity to team up with their own group, people from their own country, and go out sightseeing.

However, foreign students do long to discuss and communicate with American students and American Families. Their desire to talk freely with someone and feel accepted is predominant and equally so is their disappointment when this is not achieved. Almost all of them feel that; "People here do not care to talk to us. In our country we try to be warm and friendly to our guests." The American students do not deny this but they have their viewpoint too. James Llewellyn, graduate student, cites his experience: "I went and talked to a couple of foreign students and said something generally about their country. But they reacted negatively; I felt I had said the wrong thing. So I do not dare to go and talk to any foreign student anymore."

On the other hand some foreign students mention that even when the Americans come and talk they lack warmth and sincerity. "It is all so stereotyped asking the same questions: 'From which country do you come and what subject you are in,' and there it stops!"

Some even mention that Americans talk at times insultingly, looking down upon other cultures.

Much of this trouble is due to misunderstanding of spoken American English. The Intensive English Centre and other centres teaching conversational American English certainly cannot be expected to teach the feeling and connotation of every

word of spoken American English. If once a sentence is misunderstood, it paralyzes all motives to talk freely.

It is essentially a problem of intercultural communication; a problem that is magnified where the two parties are both sensitive and critical.

Such problems can be minimized by group and Person-to-Person discussions between foreign and American students* and by enlightening the foreign student about differences in the semantic content of the spoken language.

The degree of communication also depends on the subject of their study. For instance, with a subject like Chemistry, where team work is essential, communication barriers disappear more easily. Everyone, American and foreigner is involved in doing something together in the laboratory that is equally meaningful to all members involved. Thus, Venkatasubban, India, Graduate student, remarks: "My experience has been a pleasant one. I always find Americans very friendly, witty and cooperative."

It is this philosophy of team work that underlines the success of the Small World (SW), an international service organization of ladies, where a large number of the members are wives of foreign students at KU. A closer personal contact is promoted between foreigners and Americans in several ways: during rides to and back from the SW, in the English classes and in the small interest groups. Thus, the most important bearing of the SW Program on the foreign students at KU is that it acts as an effective cultural and communication link for their families and through the families to the students themselves.

While the SW caters only to ladies and children, the Host Family Program (HFP) is open to all students and their families. The program's objective is to help and enable the foreigners to adjust to life in America more easily. It seeks to make him feel that there is a someone here to whom he can call for help.

*Editor's Note: Campus People-to-People have a tutorial program whose primary purpose is to improve English conversation.

While a majority of foreign students speak eagerly about their host families, some complain that they never heard from their host families after the introductory meeting. Choksi, India, graduate student, says: "I made several attempts to contact them, but I could not. Even my Christmas Greetings were not accepted." Greetings were not acknowledged." Another graduate student with an identical experience calls the program "a mere farce where the host families enroll in the program as a sort of status symbol." Though their inferences may be faulty, their frustration is understandable.

One also encounters foreign students with the happy experience of not only being welcomed to the host family but also their friends. Thus, "the success of the program in establishing contact and friendship depends largely upon the efforts of both parties concerned" says Mrs. Elaine Zingg, one of the founders of the program.

Quite often students too are negligent in informing their host families about changes in their plans and addresses. Mrs. Hiram Stockwell, Chairman of the HFT, (1971) cited the case of a host family that corresponded with their prospective guest when he was still in his home country, and all of a sudden stopped hearing from him. She went on to say, "This sort of disappointment to the host family often means the loss of a member to the program. The family then loses its interest in the the program itself."

The program is not concerned solely with wanting to help the foreign student. Instead the families hope to gain exposure to various cultures. "Personal prestige is never the motive. Our selfishness lies in the fact that we want to broaden our cultural perspective; and we feel that it would be an excellent experience for our children," Mrs. Catherine Weinaug, a member of the HFP says.

The many programs outlined by the university and associates outside the university although connected with it (like the SW and the HFP) strive to bring about a better communication between Americans and foreign students. However, many of these organizations contribute very little to a smoother adjustment of the

foreign student at KU or are able to add little to their general contentment. This is largely because the newly arrived foreign students are helped by people of their own nationality; they are introduced to American people, shops and things by these friends. The American "host" thus takes little part in the fun and fumble of their initial adjustment days. They are soon "well-adjusted" to life in America, or more aptly, to living in America with people of their own nationality.

Not many foreign students live in university residence halls,* because many, especially those coming from Asian countries, find it difficult in adjusting to American food. Hence foreign students live mostly in groups comprising members of their own country and do their own cooki.

There is thus a strong tendency to inbreed among the foreign students. They live as a group, socializing mostly only amongst themselves and thus developing certain commonly biased notions about the larger American society.

Nevertheless they do want to communicate with Americans. But because the Americans do not either know how to express acceptance of a foreign student or simply do not bother to know them and because the foreign student remains shy and aloff unless spoken to, the communication gap persists, nurturing wrong notions on both sides.

A keen observer could see that American students are not all that explicitly friendly and talkative even among themselves; their academic program is highly career-oriented and tight, and gives them little time for light-hearted socializing. But foreigners feel their silence more because they are foreigners here. They are more conscious of their being "guests" here than the Americans are conscious of it.

"As the number of foreign students increases, the American interest in them declines; also their interest in our activities diminishes," observes Coan. "When we had only 200 foreign students we would have good response to plans for

Editor's Note: About one-third of the Foreign Students reside in University housing.

trips; but now we have 800 and we have to really scramble to have a bus load of 34 students'."

Foreign students have ceased to be novel; in turn, organized activities for them have ceased to interest them.

Foreign students should also realize that it is their privileged chance to know the society where they have come to spend a few years and realize further that not all Americans here have experienced alienation to readily impart the warmth and understanding they need. Lily Nih, China, graduate student, says: "The problems arise if foreign students retain their complex of being a guest and if they and the Americans view it interracially. But when we go out and meet the American people and talk to them we realize that people everywhere are basically the same. I always look at it only as a person to person experience; I have not joined any clubs to make friends, but I enjoy my spare time with many friends, both Chinese and non-Chinese, including Americans."

"The Office of the Dean of Foreign Students"

By

Miss Marie-Claire Roussy

INTRODUCTION

As a major project in the course "Organization and Administration," it has seemed interesting to me to study the organizational design of the Office of the Dean of Foreign Students. The reason for this is that I always wish to know how what I am dealing with is working. Simultaneously, if this project happens to be somewhat useful, however modest its use may be, it will be a way of thanking this Office for everything it has been doing for me and all the foreign students on this campus.

On the other hand, since I am a foreign student, my own experiences may happen to have altered the objectivity of this analysis in someway, whatever efforts to avoid this I have made.

Besides, perhaps, the Office of the Dean of Foreign Students has not been exactly this Fall like what it is usually, since Dean Clark Coan--who has been dealing with foreign students' problems for many years at K.U.--is on leave. As his assistant has changed also, two persons out of three are new in the organization. But, during the interviews I have done my best--I believe--to go further than the present functioning and, through several reports written by the Dean, to have insights of the organization's permanent trends.

Studying this as an open system and more precisely as an organizational servomechanism, exchange processes with the environment appear as crucial and so are the behavorial characteristics of participants and clients. Here, my primary concern is deliberately with the latter and this becomes more evident in the suggested improvements, mostly related with:

- the closeness of the comprehensive interaction of the Office and the foreign students through feedback communication;

- the first contacts of foreign students with K.U. and the Office.

Then, in the first sections of this paper, we shall be concerned with the demands of the environment on the Dean of Foreign Students' Office (D.F.S.O.); in the second section, with the analysis of its design and functioning; and, finally, I shall try to draw appropriate inferences.

PART ONE: THE ENVIRONMENT OF THE D.F.S.O.

The Office of the Dean of Foreign Students is one of the administrative departments of the University. Until 1966 it was not autonomous, i.e., there was a Foreign Student Advisor under the administrative and budgetary control of the Dean of Students who directed the Foreign Student Program. Then, this advisor became an autonomous Dean of Foreign Students and was placed in the hierarchy under the Dean of International Programs (the dependency of the former upon the latter is almost exclusively budgetary).* This change translated the broader scope of his task, compared with the Dean of Students'. Not only does the foreign student happens to have different and specific concrete needs but also he finds himself in an unfamiliar psycho-social milieu which requires, on his part, an unexperimented approach he must learn.

Further, the presence of more than 750 students from other countries on the campus is intended to have an impact beyond the international students themselves. First, it is "to aid in the enrichment of the campus for Kansas students and faculty." Secondly, it must make "foreign students able to communicate intelligently about this country,"* and then facilitate international understanding. This is the International

*Editor's Note: Beginning July 1, 1971, the D.F.S.O. was moved Administratively and Budgetarily under the Vice-Chancellor for Student Affairs.

*Objectives of the Foreign Student Program at K.U., in a pre-arrival informative leaflet sent to foreign students.

Student Program at K.U. that the Dean of Foreign Students is in charge of. A foreign student "seldom arrives with enough understanding of American culture, values and institutions to make an easy transition to American academic life (and therefore) his whole academic program may be endangered if he is not helped to establish this fundamental relationship to his new environment" (no. 6).* Helping him in this matter is the task of the D.F.S.O. mainly.

First, in their home countries, prospective K.U. foreign students need information about the university and the requirements for admission. Once admitted by the Office of Admissions or the Graduate School or the Intensive English Center, the student must know when and how he can get to Lawrence, how much money and which clothes he must have, etc. When he arrives in Lawrence, he must find housing, then he has to learn in a few days before classwork begins the way of living of American students, the functioning of the American system of higher education, registration and enrollment procedures, etc. This is the so-called "initial orientation" of foreign students. Then, along the year, orientation, i.e., finding one's way around never ceases and the students are faced with such various problems as immigration requirements, housing difficulties, lack of adequate financial resources, speaking English, socializing with U.S. students, reporting to their sponsors if any and many other problems, most of these having to be solved on a personal basis, since "there is no prototype of the foreign student" (no. 6).

According to their cultural, personal, educational, and social background, their adjustment and social integration will differ though most of them experience a U-shaped curve of changing attitudes, starting from the exciting role of observers then experiencing much frustration when they try to establish more meaningful relationships and are temporarily unsuccessful. This is the so-called "cultural shock." Its severity is determined mostly by the foreign student's behavorial flexibility, his sensibility in recognizing the appropriate behavior and the kind of

*The figures in the text refer to those of the bibliography page.

contacts he happens to have with his American fellows and which provide him with opportunities of learning (no. 5). As regards the third factor, the international student is partially responsible for it; the remaining part of the responsibility lies in American students' outgoing behaviors.

But is the cultural shock always experienced? For example, if the foreign student is here only aiming at studying and if he meets people from his own country or region, once his basic needs for social interaction are satisfied, then he can just feel happy. He will remain an observer of the American culture for all his stay here. There will be no valuable intercultural exchange as this may occur when the student wants to participate in and communicate with the local community life.

The variables influencing foreign students' attitudes and behaviors are numerous and as mentioned above there is no prototype of the Foreign Student. Thus their demands on the D.F.S.O. are varied. Though they may not change very much from one academic year to another, gradual changes are likely to be observed over time according to the changes in the countries or regions of the world from which they come. And, at any time, according to whether they are attending the University or the Intensive English Center where they learn the language and must adjust simultaneously.

This brief description of the various variables influencing foreign students may indicate why it is not feasible to think of foreign students in the same light as U.S. students. An institution which admits foreign students has to decide whether "to put them in with all students and let them sink or swim" or "to provide special services for them" (no. 4) in order to play a part in the adjustment process and smooth the U-curve, i.e., making realistic their expectations, reducing the culture-shock and helping them feeling comfortable in their new environment. The latter alternative was chosen when a Foreign Student Advisor position was created at K.U., and later a Dean of Foreign Students' Office. On the other hand, if the D.F.S.O. is

to carry out the objectives of the International Student program, it has to try to act upon the international cultural exchanges achieved on this campus.*

PART TWO: THE ORGANIZATION OF THE D.F.S.O.

As for any organization, it is possible to characterize the D.F.S.O. as a servo-mechanism where:

> "The policy center gives a control center a performance standard to meet. The latter then decides what programs must be carried out to reach the standard. These programs are given to operation centers who execute them, and the results are fed back to the control centers. The control centers compare desired performances with actual and if the performance standards are not met, they adjust their program instructions." (no. 7)(Figure 2 p.20)

So works the so-called organizational servo-mechanism made of three functional centers:

- the policy or planning center,
- the control center,
- the operation(s) center,

connected by three kinds of flows:

- demands, goals, programs,
- information, resources, etc.,
- feedback. (See Figure 2, page 20)

One can see a two-step input in the planning center of the D.F.S.O.: first, the environment characteristics which explain why the University of Kansas has an extensive International Student Program; secondly, as described in the first section of this paper, the consequences of the presence of a sizable number of foreign students on a campus requiring the creation of such an organization (thus one can imagine another system placed above this presently described, as shown on figure 3, page 21) the objectives of which are: managing this program and helping the students adapt. They cannot be more precise because of the variety of the demands; so, agreement upon objectives is easily achieved. The next aspects in the planning process are formulating strategy, that is, specifying the means to achieve objectives, integrating the organization's functions which is facilitated by the fact that the

*See figure 1 page 19.

Dean operates at each level of the system, and coping with the environment. The latter includes several matters which may be differentiated as:

- the "basic research" with respect to solving better and better foreign students' specific problems (being the chairman of the University Senate Foreign Student Committee is a part of this):

- the concern for "professional growth and development" by being an active member of the National Association for Foreign Student Affairs;

- upper-level contacts concerning tax and immigration problems of the International Student Program.

The strategy resulting from the compilation of all these factors is then communicated to the control center which processes it into an operational program to the lower level of the system. "Control is any action to make a system operate in a more desirable way" (no. 7). With a view to this, the control center receives feedback from the operations level. In the D.F.S.O., there are several channels for feedback information.

(1) As the Dean operates at each level of the system, he can observe "what's going on" in the office and the reactions of foreign students he deals with.

(2) He may receive feedback through his Assistant who attends the meetings of foreign student clubs.

(3) From time to time, he does polling surveys of foreign students' responses to the special services they are provided with, e.g., the study of initial orientation program in 1964 and housing in 1968.

(4) Complaints reported in the University Daily Kansan, e.g., about the housing situation, this Fall.

(5) The University Senate Foreign Student Committee is also a channel of feedback information.

Operations include all the tasks performed in the D.F.S.O. by the Dean himself, his Assistant, and the Secretary, providing services, mostly information and guidance, which requires data gathering on their parts:

- informing foreign students-to-be
- orientation of newly arrived foreign students,
- helping them locating a place to live,
- solving their Immigration problems,
- financial advising,
- personal advising,
- personal counseling, etc.
- others.

One of the most important parts of foreign students' lives is not dealt with directly by the D.F.S.O.: that is U.S.-foreign students relationships and community-foreign students relationships, but by the People-to-People Campus Chapter, the International Club, the national clubs and the Lawrence Host Family Program. But the Office is "the logical place for the coordination of these programs." (no. 4)

Are these various functions interdependent? Some interdependence may be assumed between the effectiveness of the initial orientation program and the workload of the office along the academic year but this is to be verified. On the other hand, though any help the D.F.S.O. provides the foreign students is a part of their non-academic life and then directly related with the ease of their adjustment to the U.S. campus life, the functions of the office are not so tightly related with one another that the achievement of each of them is hindered because of another.

How are they achieved? As any of these functions consists in advising, informing and gathering the consequently necessary data, everyday work is made of contacts by mail, telephone, from-person-to-person in the office or elsewhere and of meetings. Their relative weight has not been estimated so as to draw valuable inferences.

How are they allocated among the three persons working in the office?

The Secretary is at the same time a receptionist, welcoming visitors and "filtering" telephone calls, a typist and an unofficial Immigration Service clerk handling such routine problems.

The Assistant to the Dean (a student working part-time) is in charge of locating housing for newcomers. As most of them arrive at the same time and given

the housing situation in Lawrence, many foreign students happen to live in the dormitories when they would have preferred off-campus housing because the Assistant cannot find the "best" housing for all of them. He is a "linking-pin" between the D.F.S.O. on the one hand, and the national and regional clubs, the International club and the People-to-People Campus Chapter on the other hand. His part is described as "program advising and budget advising."* He also counsels the students who like better a student-to-student talk and takes on the Dean's overload of work. In the listing of his duties, one can find too: "Relationships with U.S. students in an attempt to improve U.S.-foreign students relationships."

As above mentioned, the Dean takes part in policy-making and holds the control function in the office. At the operations level, he tackles complicated Immigration problems, counsels, implements discipline when necessary and achieves the "Public Relations" task of the office.

The timing of all these activities is rather loose because one cannot predict which foreign student will have a problem, what kind of problem and when it will occur. Nevertheless, the workload of the office varies from the beginning of one semester to another, as might be expected and peaked one or two weeks before the Fall semester when most of the new foreign students arrive and bring about overload work (See figure 4, page 22).

Thus the D.F.S.O. has a level of organization that is inevitably low and tackles problems and difficulties as they come up. Is it because actions are getting done in this way in everyday activities that existing feedback procedures are not used as they might be or that suggested improvements are not implemented, or that such unfrequent operations as initial orientation programs happen to reach not so completely as possible or that little is done to improve U.S.-foreign students relationships?

*As the national and regional clubs have set up a coordinating committee within the International club and as the People-to-People chapter is likely to merge with the International club, the Assistant to the Dean's role may change.

I cannot say I know precisely the answer to the question because I do not have all the required information. However, according to the interviews I had with students involved in foreign student activities and my own experience, in helping foreign students adapt, two points are important: an effective initial orientation program and bridging the gap between American and Foreign students. Though the part played in them by veteran foreign students might be important, it might seem that these are not emphasized as they might be among the activities of the D.F.S.O. Again with the restriction that this analysis could not be as thorough and complete as possible and stressing weak points and suggesting improvements cannot claim to be as right as possible, the reason for the lack of emphasis of the above mentioned two points might consist in an unsufficient functioning of existing feedback channels.

Thus, in the last section, we shall be concerned with the strengthening of feedback procedures and the feasible improvements of the orientation programs and relationships between foreign and American students.

PART THREE: STRENGTHENING FEEDBACK PROCEDURES AND IMPROVEMENTS

As mentioned in the analysis of the office, various feedback channels exist. They might be utilized more frequently, given an unremitting concern with what the foreign students need the most and what can be done in order to help them better and better. So eventually affected by the concern they are the object of, they might become prompter to voice their needs and thus make the office more able to help them effectively.

First, each foreign student should know there is a Foreign Student Committee of the University Senate. If this committee is "to receive information or complaints from foreign students and bring them to the attention of the proper authorities," they should know that it exists and that some of their fellows are part of it with whom they can talk or that officials of international student associations are likely to receive their suggestions and to let them know of this committee.

This might become more and more feasible, given the new trend among international associations toward coordinating their activities and trying to be helpful to foreign students in doing more than organizing parties. The last instance of this is the proposal of an International Halfway House made by the Coordinating Committee of the International Club to the Foreign Student Committee of the University Senate. The question is not a matter of vindictive and spiteful complaints, but, on the contrary, a constructive concern with helping improving what's done for foreign students and what could be done for foreign students to come. The Dean of foreign students and the Committee might ask them and eventually would have to beg them to participate and be concerned with this crucial point.

The sort of survey done in 1965 about the initial orientation program or in 1968 about the housing situation might be extended to other topics and done according to a regular schedule, if they bring valuable feedback. They should require less workload in the analysis as they become a habit and the additional task of comparing new information with the previously gathered information should be largely rewarded by the opportunity this would provide for the appraisal of what has been implemented in between two surveys.

Moreover, some surveys might be initiated by students from various departments who would choose the international affairs on K.U. campus as the subject of their papers. There are so many papers written each year on this campus and so many students who have no idea of the subjects they are going to take.

Further, it might be thought of a requirement for the applicants to the position of Assistant to the Dean of foreign students: should not an American student who has previously studied abroad be more sensitive to the specific difficulties with which foreign students are faced?

The initial orientation program and the facilities newcomers are provided with during their first days in Lawrence bring about a work overload which is carried out by the Dean, his Assistant and the Secretary with some difficulty. Nonetheless,

as this first contact with K.U. is very important, it should be dealt with very carefully and the possibility of raising a "task force" might be considered. The degree of frustration that new foreign students experience is perhaps inversely related with the amount of personal attention they receive then (no. 3). First, as long as graduate dormitories do not exist,* at least two persons should handle the housing problem. Secondly, veteran foreign students might have some idea of how a newly arrived fellow feels and what he needs. They might have useful suggestions about an approriate orientation program. Also, the participation of American students would make the newcomers aware of the fact they are welcome on an American campus not only by the office in charge of them but also by their future classmates. Further information about constraints and contingencies and another paper would be necessary to cope with this problem including psychological, financial and many other factors.

Finally, something needs to be done in order to make American students "disembark on the International Island" and vice-versa. Students from both sides interested in initiating a change in this respect might be given the opportunity to meet with the Dean and his Assistant. With the help of psychologists and after some brainstorming, it should be feasible to draw a "plan of campaign" of a subtle and widespread endeavor so as to change attitudes and behaviors. This might be initiated by the university Senate Foreign Student Committee.

These suggested changes are likely to bring about additional workload, but they need not be initiated at the same time. It could be possible also to lighten the current work-burden of the Office by lessening the number of in-the-office contacts and standardizing some of the most commonly required information, i.e., giving written instead of oral information whenever possible.

*Editor's Note: Floor/wings in two residence halls are set aside for graduate males.

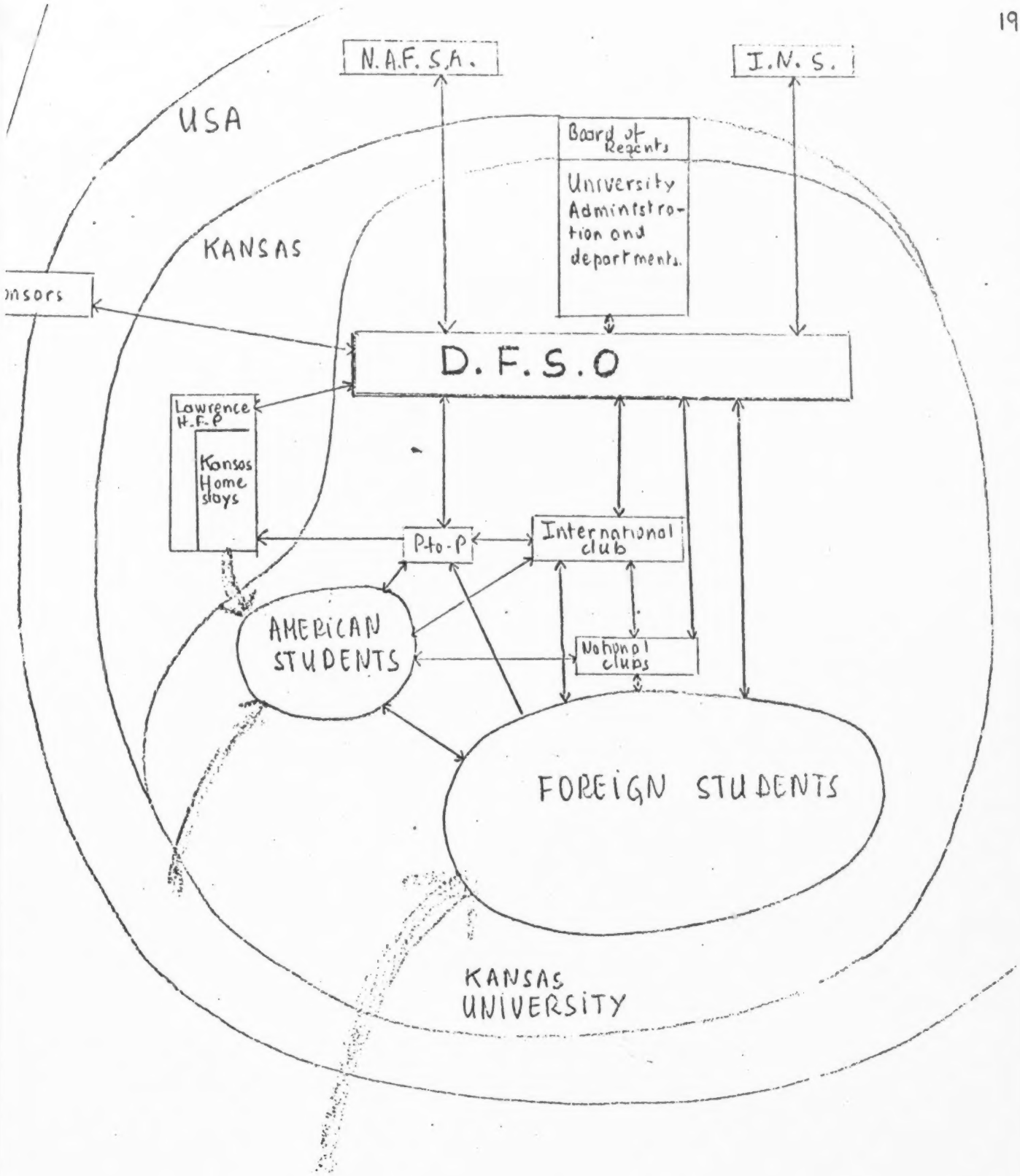
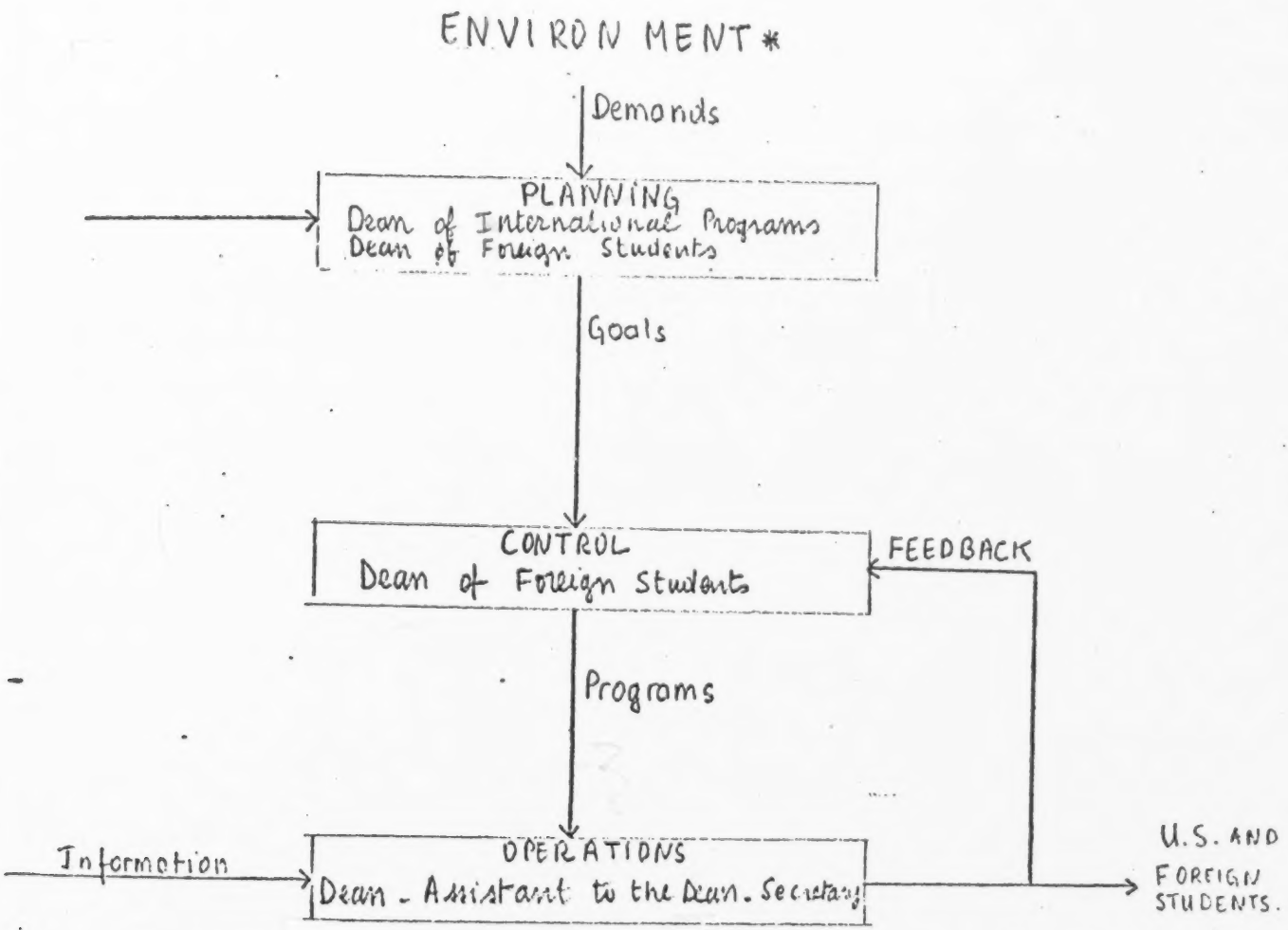

N.A.F.S.A.
I.N.S.
USA
Board of Regents
University Administration and departments.
KANSAS
nsors
D.F.S.O
Lawrence H.F.P
Kansas Home stays
P-to-P
International club
AMERICAN STUDENTS
National clubs
FOREIGN STUDENTS
KANSAS UNIVERSITY

FIGURE 1.

THE D.F.S.O. AS AN ORGANIZATIONAL SERVOMECHANISM.



* State of Kansas, Kansas communities, Kansas University, American and Foreign Students, University Senate Foreign Student Committee, People-to-People, International Clubs.

FIGURE 2 (II)

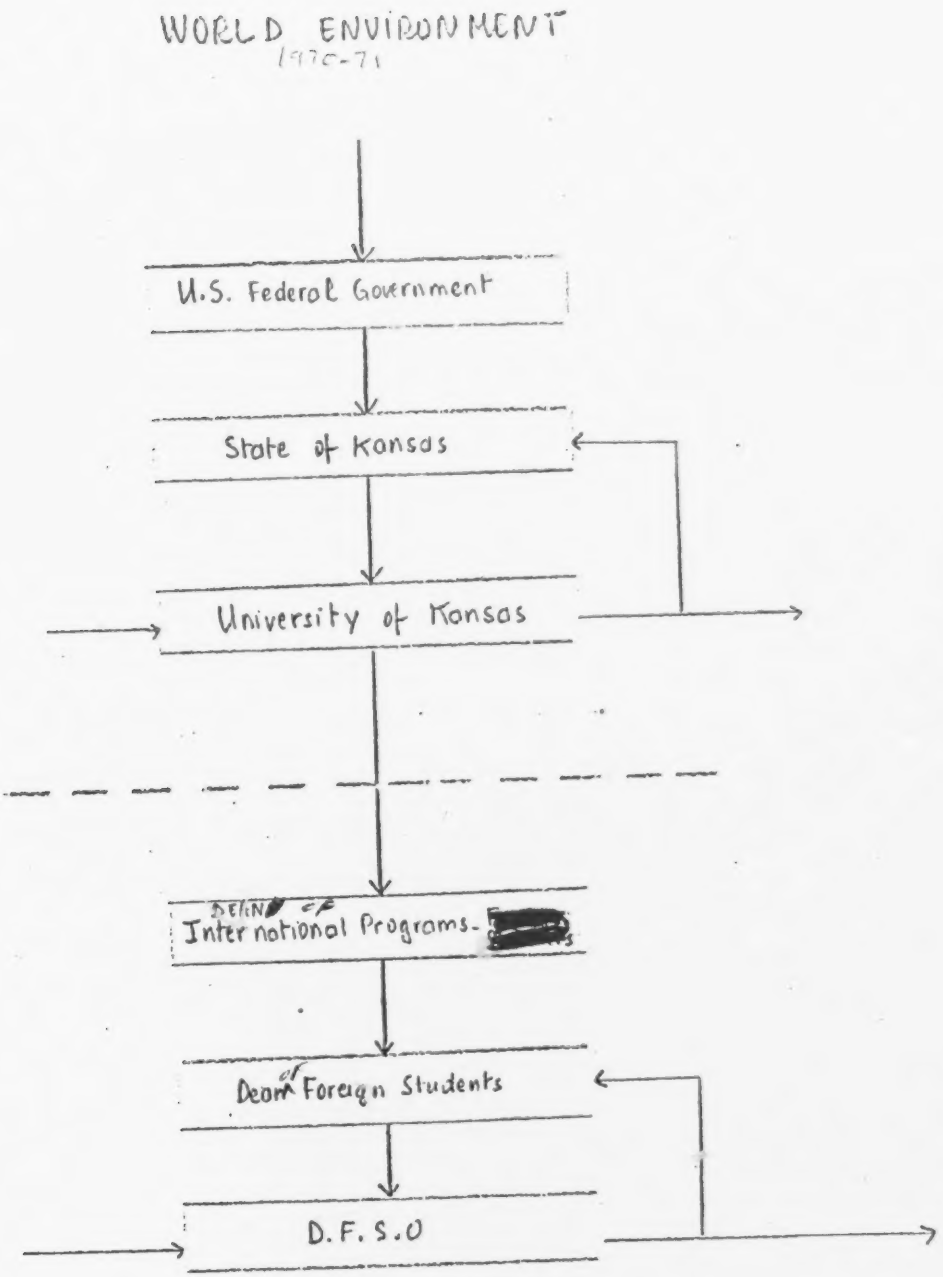

WORLD ENVIRONMENT
1970-71
U.S. Federal Government
State of Kansas
University of Kansas
Dean of International Programs
Dean of Foreign Students
D.F.S.O

FIGURE 3 (III)

(Approximative) Graph of the workload in the D.F.S.O.

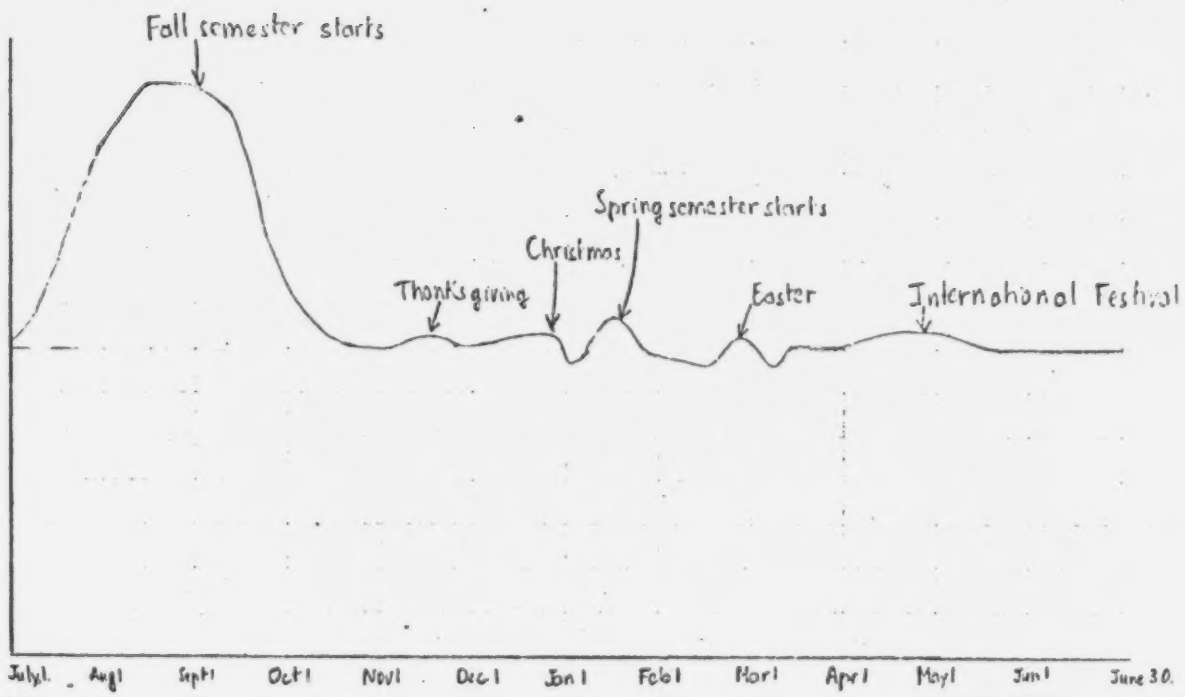


FIGURE 4 (II).

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